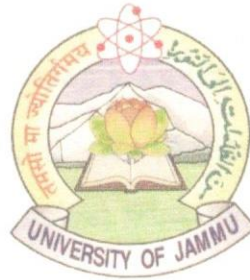


**A STUDY OF ATTITUDE TOWARDS SCHOOL AND  
ACADEMIC ANXIETY AMONG RURAL AND URBAN  
SECONDARY SCHOOL STUDENTS**



**A DISSERTATION SUBMITTED TO  
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## SUMMARY

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**Topic: “A Study of Attitude towards School and Academic Anxiety among Rural and Urban Secondary School Students.”**

#### 1. CONCEPT OF ATTITUDE TOWARDS SCHOOL

People undoubtedly believe that schooling offers a highway to a brighter future, and abundant research evidence shows that more education is, indeed, closely linked to future success, better physical and mental health, and other positive adult- life outcomes. Parents, teachers, school administrator and most students are united in the view that schools should be places which maximize students learning and where students feel happy and secure, satisfied with their teachers and enjoy learning. A happy school environment should facilitate academic achievement. The renewed interest in school effectiveness reflects a perception of the school environment as an important contributor to academic success.

In addition, schools are committed to provide an education concerned with broader aspect of social and personal development, in other word the enhancement of the whole student.

A responsive school climate, which involves parents and caretakers in the process of education, has a positive effect in the educational as well as the social development of the student.

A perspective focused on school factor attributes male educational underachievement to schools adopting learning and assessment procedures that are better suited to females than to males. These arguments assume that males and females possess different sets of behavior, attitudes and learning styles and thus require different school and teaching practices to succeed (**Murphy & Elwood, 1998**).

While there have been a large number of explanations of the origins of gender differences in educational achievement, few studies have examined the extent to which these differences in are mediated by biological, socio cultural or school factors. A theme that permeates all explanations is that gender differences in educational achievement are largely a reflection of gender differences in classroom behavior. This explanation is testable since it is possible to examine the extent to which gender differences in classroom behavior explain gender differences in educational achievement. This approach was used by **Fergusson and Horwood (1997)** who examined the links between gender and educational achievement in a New Zealand birth cohort studied to the age of 18. The analysis showed the presence of small but pervasive differences in educational achievement including performance on standardised tests and achievement in school leaving examinations. These differences were explained in all cases by gender differences in teacher reported classroom behavior. Specifically, boys were described as being more prone to inattentive, distractible and restless behavior in the classroom context and controlling for these tendencies virtually eliminated any association between gender and educational achievement.

## 2. MEANING OF ACADEMIC ANXIETY

Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions teacher and certain subjects like mathematics, science, english etc. It is mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Academic anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory which are critical for academic success, however, without any anxiety, most of us would lack the motivation to study for exams, write papers or do daily homework. A moderate amount of anxiety actually helps academic performance by creating motivation. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. If academic anxiety is not properly addressed, it can have many serious and long lasting consequences such as causing a student to procrastinate, perform poorly on school work, fail classes and withdraw from socializing with peers or pursuing activities that interest him.

### 2.1. SOURCES OF ACADEMIC ANXIETY

- Genetic Disposition
- Family History
- Educational History
- Developmental Issues
- Situational Variables
- Personality of Instructor - distant, uncaring, un friendly
- Time Pressure
- Critical Nature of the Class/Test
- Relationship of Task to Test



### 3. NEED FOR THE STUDY

There are stable individual differences in the degree to which anxiety is manifested in any given situation. While anxiety is known to affect both learning and performance. On the other hand attitude towards school help to develop skills and prepare individual to acquire new knowledge and skills necessary for successful adaptation to changing circumstances. However, no empirical research has explored the relationship between student's anxiety and attitude towards school to understand its impact in teaching learning process.

### 4. AIM

*“A Study of Attitude towards School and Academic Anxiety among Rural and Urban Secondary School Students”*

### 5. OBJECTIVES

1. To find the significance of difference in the scores of attitude towards school among secondary school boys and girls.
2. To find the significance of difference in the scores of attitude towards school among rural and urban secondary school students.
3. To find the significance of difference in the scores of attitude towards school among rural and urban secondary school boys.
4. To find the significance of difference in the scores of attitude towards school among rural and urban secondary school girls.
5. To find the significance of difference in the scores of academic anxiety between

secondary school boys and girls.

6. To find the significance of difference in the scores of academic anxiety between rural and urban secondary school students.
7. To find the significance of difference in the scores of academic anxiety between rural and urban secondary school boys.
8. To find the significance of difference in the scores of academic anxiety between rural and urban secondary school girls.

## 6. HYPOTHESIS

1. There will be no significance of difference in the attitude of secondary school boys and girls towards school.
2. There will be no significance of difference in the attitude of rural and urban secondary school students towards school.
3. There will be no significance of difference in the attitude of rural and urban secondary school boys towards school.
4. There will be no significance of difference in the attitude of rural and urban secondary school girls towards school.
5. There will be no significance of difference in the academic anxiety of secondary school boys and girls.
6. There will be no significance of difference in the academic anxiety of rural and urban secondary school students.